

# PSYCHOLOGY

## Psychology Transition Workbook

Name .....



**Hello & welcome to A Level Psychology.** Unlike many of your other subjects Psychology will be completely new to most of you and you may have some misconceptions about it. This booklet aims to give you an introduction that will let you see the kind of things that psychologists study & some of the techniques they use, but also to extend the knowledge of those of you who studied the subject at GCSE. This will hopefully give you an accurate picture of what you will spend the next two years studying if you are accepted on to the course. One other thing please remember that Psychology is a science and we will be doing quite a bit of research, maths and statistics (not in this booklet though) and essay writing about theories and research.

### How to complete this booklet

This booklet is designed to run alongside the Open University's free course 'Starting with Psychology' You will need to log onto the OU website and create an account then enrol on the 'starting with Psychology course' when you have completed the course you can print off a free certificate of participation from the OU.

The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided. I have set additional questions for you to answer as you progress. I hope you enjoy it, I did.

Follow this link to the Open University website <https://www.open.edu/openlearn/>

- Click 'free courses' from the bar across the top of the screen.
- Scroll down and search 'starting with Psychology' in the search bar.
- Under the blue heading 'health, sport and Psychology' , third from the bottom select 'starting with Psychology'.
- Then click 'create account/sign in'
- Create an account and submit
- Then click 'sign in to return to the page you were on'.
- Sign in
- Click 'enrol now'
- And begin the course,

*'Note: Don't tell me you couldn't find the course'. You will need to enrol and complete this booklet successfully before you start the A level Psychology course. If you have any difficulty email me [mas@ribstonhall.gloucs.ac.uk](mailto:mas@ribstonhall.gloucs.ac.uk)*

You need to print off this booklet, or if printing is a problem make your own booklet by hand.

At the end of each section create a key word list. There is a sheet at the end for you to fill in as you go along.

Enjoyed it? The Open University offer other free Psychology courses including forensic Psychology and developmental Psychology. I have not written questions for these, I promise.

WHAT YOU NEED TO HAND IN ON RETURN IN SEPTEMBER in a ring binder folder:

1. The completed booklet
2. Your certificate of participation (you can print this when you get your log in at school if needed)

Lesson	Sections of booklet to complete	Completed	Films to watch / Books to read, Netflix etc
1	Section 1: STUDYING PEOPLE		
	Section 2: A BRAIN OF TWO HALVES 2.1 Introduction 2.2 The story of split-brain patients.		

2	Section 3: IT'S THE THOUGHT THAT COUNTS 3.1 organisation and improved recall 3.2 Using mental images		Sherlock- BBC IPlayer Memento- film 50 first dates - FILM
3	3.3 Forming concepts 3.4 Schemas		
4	Section 4: ADULT & INTIMATE RELATIONSHIPS 4.1 Introduction. 4.2 Attraction 4.6 Staying together or falling apart		Aytpical -netfix When Harry Met Sally - film
5	Section 5: GROUP PRESSURE 5.1 introduction.		12 Angry Men - film
6	5.2 In-groups & out-groups		Lord of the flies by W. Golding - book
7	5.3 Groups and conformity		Mean Girls - film Legally Blonde - film
8	Section 6: WHAT MAKES US WHO WE ARE? 6.1 introduction 6.2 Multiple influences		Eleanor Oliphant is completely fine by Gail Honeyman - book The Perks of Being a Wall Flower - book & film The Truman Show - film
9	6.3 The Zidane head-but 6.4 Zidane's background		
10	KEY TERM LIST		

**Section 1: Studying People**

<b>Q1.</b> How does the British psychological society define Psychology?	
<i>Answer:</i>	
<b>Activity 1: boys' toys and girls' toys</b>	
<i>List your ideas here</i>	<i>Reveal discussion, what ideas had you missed? List them here.</i>

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## Section 2: A brain of two halves

<b>2.1: Introduction</b>	
<i>Draw &amp; label a diagram of a brain like the one shown.</i>	<i>Write down 5 things you have learnt about the brain from the reading.</i>

<b>2.2: The story of split-brain patients.</b>
<i>Watch this split-brain research <a href="https://www.youtube.com/watch?v=BEdugOwAgd4">https://www.youtube.com/watch?v=BEdugOwAgd4</a></i>
<i>1. What is meant by a split-brain operation?</i>

2. Why is a split-brain operation carried out?

**THINK LINK:** When you see something like 'Sperry (1968)' The name is the name of the psychologist that did the study, the date refers to when it was published in a scientific Journal. Research has to be checked by other scientists - a process called peer review and then it can be published. If you see a name followed by '*et al*' it means and others, those researchers who also carried out the study, that's why it's important to get your name as lead author.

Watch this clip of the Big bang theory <https://www.youtube.com/watch?v=CbOt-347OIE>

**Roger Sperry (1968)**

Watch this to see the experiment <https://www.youtube.com/watch?v=aCv4K5aStdU>

3. Explain what happened in Sperry's study when a split-brain patient was blindfolded and given object to feel with their left hand.

4. Can you explain why this happened? (if you can't don't worry, Sperry's work is very difficult to follow)

**Activity 2a & 2b:** Did you get the answers right? (If not don't be put off, these are very difficult studies to follow.)

*How are split brain patients able to operate normally in real life, outside of the experiment?*

### Section 3: It's the thought that counts

<b>3.1: Organisation and improved recall</b>
<i>QI what do cognitive psychologists' study?</i>
<b>3.2: Using mental images</b>
<i>1.How do adults think?</i>
<i>2.How can memory be improved?</i>
<i>3.Describe Raugh &amp; Atkinson (1975) study</i>
<i>4.Explain what an independent variable is in an experiment</i>
<i>5.Explain what a dependent variable is in an experiment</i>
<i>6. What else do you need to do to make a good experiment?</i>

<b>Activity 3: Identifying Variables (I told you this is a science!!)</b>
<i>The IV is</i>
<i>The DV is</i>

*A variable that should be controlled is*

*If you got it right give yourself a treat, if you got it wrong, make your corrections and then give yourself a treat.*

**Activity 4: Method of LOCI**

How many shopping list items do you recall after an hour. You can fill the gap by watching this programme [https://www.ted.com/talks/joshua\\_foer\\_feats\\_of\\_memory\\_anyone\\_can\\_do#t-11014](https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do#t-11014)

Shopping list recall:

**3.3: Forming Concepts**

*1. What is concept formation?*

*2. Give an example:*

**Activity 5: Defining a simple concept**

*Write down the defining features of a table*

*3. What is meant by the phrase fuzzy concept?*

4. Describe how children overgeneralise when they're learning concepts?

**Activity 6: A memory test.**

Write down the words you can recall here.

Reveal discussion- words you recalled with the extra cues

5. In experiments of this kind most participants recall more after they have been given a cue, what does this show us about our memories?

6. Describe Mandler's (1967) experiments - you can use words or a diagram

**Activity 7: Identifying Variables Again**

The IV is

The DV is



Got it right? Whoop! Whoop!

Got it wrong, make your corrections then have a mini whoop because you keep trying, it will be easier when I'm able to help you in person.

<b>3.4: Schemas (this is one of my favourites)</b>
<i>1. What are schemas?</i>
<i>2. Give an example of a schema</i>
<i>3. Briefly describe Bransford &amp; Johnson's (1972) experiment to test schema theory. (you don't need to write out the passage they gave Participants)</i>
<i>4. Identify the IV and the DV in Bransford and Johnson's study</i>
<i>IV:</i>
<i>DV:</i>

#### Section 4: Adult and Intimate Relationships

<b>4.1: Introduction</b>
<i>1. Who has most relationship research focussed on?</i>
<i>2. Contrary to popular belief how are most marriages across the world entered into?</i>

3. What did Buss' research find about the reasons for getting married in different countries, give two examples.

4. Most research has focused on heterosexual relationships, what have researchers found regarding hetero and homo sexual relationships?

#### 4.1: Attraction

1. What are the three most important influences in finding another person attractive?



##### a. Proximity & Familiarity

1. What is meant by the term 'proximity'?

2. What is meant by the term 'familiarity'?

3. What did Zajonc (1968) mean by the 'mere exposure effect'?

##### b. Similarity

1. What are the most important similarities when forming a relationship?

2. Why does Duck (1992) say that these are the most important similarities? (NB Duck actually got together with another researcher called Pond and published a few articles on this topic – I just love that it's Duck and Pond (1989))

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**c. Physical Appearance**

1. What physical attributes are considered attractive in:

Females:	Males:	Both Sexes:
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2. Which is the celebrity you find most attractive?..... Do they fit the pattern identified above?



I love David Tennant as Dr Who. He doesn't necessarily fit the traits described above, so what is going on?



Do you know what 'personal adverts as mentioned in Cameron's study are? Well in ye olden days before Tinder and the like if you were looking for romance you would put an advert in the personal column of a local paper

3. What does Cameron *et al* (1997) find in her research regarding how males and females describe themselves?

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**Activity 8: Testing Cameron's research**  
Find the personal ads in a local newspaper (they still have them in the Dorset Echo (so I've heard!))

How females describe themselves:	How males describe themselves:
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4. What does Darwin's theory of evolution & natural selection state?

5. Based on evolution which type of physical characteristics are the most attractive?

6. In Swami & Furnham's (2006) study (at last a study from this century!) what is the characteristic of females that is found to be attractive across many cultures?

7. How does preferred body weight of females differ between cultures?

8. What is the matching hypothesis?

9. What is your schema for an attractive person? Fill in the characteristics YOU prize in the box below, don't worry about being shallow, I'm not judging you.

### 4.3: Staying Together or Falling Apart

1. What are Sternberg's three components of love?



### Activity 9: Your relationships

NOTES:

*Reveal discussion to find the key to successful relationships.*

2. How did Gottman (1999) collect his data?

3. What characteristics did successful couples have?

## Section 5: Group Pressure

### 5.1: Introduction

1. What was 'Heaven's Gate' & what did they do?

Watch this - Cults explained [https://www.youtube.com/watch?v=6NWIfiVI\\_XQ](https://www.youtube.com/watch?v=6NWIfiVI_XQ)  
You could also watch 'Mean girls' and 'West side story' go ahead, its official homework

### 5.2 In-groups & out-groups

1. What is meant by an 'in-group'?

2. What is meant by an outgroup?

**Activity 10: Us and Them**

Examples of us & them thinking in article

Any Extra examples from the 'reveal discussion'

3. Describe the robbers cave study

Get more details here <https://www.simplyPsychology.org/robbers-cave.html>

4. What did Tajfel et al (1971) show in his minimal groups study?

5. How are his findings different to Sheriff's in the robber's Cave study?

6. Wetherell (1982) compared North American/British children to Pacific Island & Maori children using the minimal groups test. What did she find?

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7. Tajfel & Turner developed SOCIAL IDENTITY THEORY (1979) they proposed 3 stages name each a draw them in the boxes below. Draw them! Mean trick I know, but a different format will make you recall them better, but you know that from section 3, right!

1.	2.	3.
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8. How does SIT (social identity theory) explain racist attacks?

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9. What is a stereotype?

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10. Stereotypes and over generalisations help us understand the world, when do they become dangerous?

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Watch this: The fake link between race and IQ, this is brilliant!  
<https://www.youtube.com/watch?v=m5aOnGdWr78>

### 5.3: Groups and Conformity

#### Activity II: Group Pressure

*Jot down here times you can think of when you have conformed:*

**THINK LINK:** Activity II asks you to imagine what you would do in Asch's experiment. Follow this link to see the study explained and footage from the study. <https://www.youtube.com/watch?v=NyDDyTlIDhA>  
The clip is introduced by psychologist Philip Zimbardo, (I suspect he dyes his hair what do you think...?) responsible for the infamous Stamford prison study - a study so famous they have made at least two films about it. Both are R rated so check with a parent or guardian before you watch, even better watch together and discuss the themes. Remember they are for entertainment so do not provide an accurate representation of the study.

IMDB 'The Stanford prison experiment' <https://www.imdb.com/title/tt0420293/>

IMDB 'The experiment' (2010) [https://www.imdb.com/title/tt0997152/?ref\\_=tt\\_sims\\_tt](https://www.imdb.com/title/tt0997152/?ref_=tt_sims_tt)

*1. Draw a bar chart of Asch's result- label it correctly.*

*2. Identify the 3 variations in procedure that Asch tried AND explain how they affected conformity levels.*

*3. What factors have some psychologists suggested led to high levels of conformity in the Asch study?*

**Bond & Smith (1996) found that collectivist cultures were more conformist than individualistic cultures.**

*4. What is a collectivist culture? give an example*

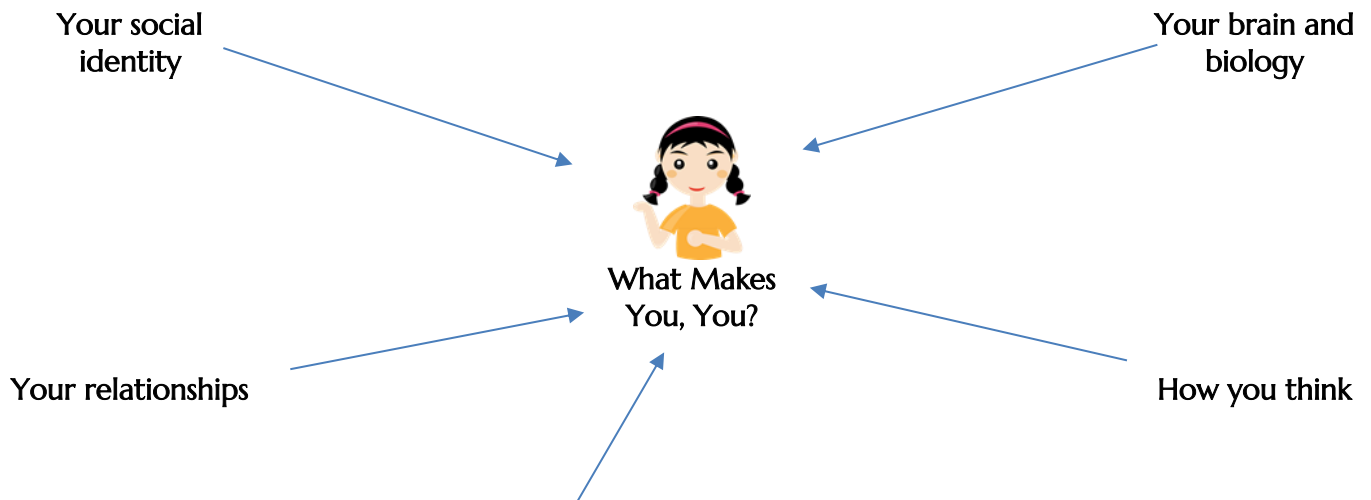


5. What is an Individualistic culture? Give an example.

6. Why is conformity a good thing?

## Section 6: What makes us who we are?

### 6.1 Introduction



*1. These are just the ones that you have covered in this course, what else do you think contribute to what makes you, you. Add them to the picture.*

*You could think about Harry Potter and Voldemort, both orphans, raised without love, actually, Voldemort gets a better start than Harry, no one is actually horrible to him! One becomes the evil Dark Lord and one the boy who saves the wizarding world, why? (I love the boy wizard, so any extra Potter based discussion on this topic here will get extra marks)*



**6.3: The Zidane Headbutt**

**Activity 12: The incident**

*Read the description and make notes on what you think may have happened. Zidane head-butt on youtube <https://www.youtube.com/watch?v=zAjWi663kXc>*

**Psychologists must be careful to distinguish between what they observe, and what they infer.**

*1. What did you observe in the YouTube clip of Zidane and what did you infer*

**Observations**

**Inferences**

**6.4: The Zidane's background**

**Activity 13: Why did he do it?**

*Jot down all the different explanations you can think of as to WHY Zidane head-butted the other footballer.*

*What explanations do the public come up with for Zidane's behaviour?*

**Activity 14: Explanations from three psychologists**

Summarise their explanations below:

Biological	Cognitive	Social

*Finally: Write a paragraph explaining how the three approaches interact to explain Zidane's behaviour.*

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Almost done! You just need a list of key terms from each section

Key term	Definition
Section 1 Studying people	

Section 2: Brain of two halves	


**Section 3: It's the thought that counts**


**Section 4: Adult and intimate relationships**


**Section 5: Group pressure**


**Section 6: What makes us who we are?**